

National Congress Bulletin

April, 1942

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Vol. 9, No. 9

Dear Local President:



IN THE present emergency and in the postwar period ahead, there is and will be no more important work than that related to child care. Perhaps nothing is more fundamental to the care of children now than a strengthening of the family relationship, because human security is dependent not only upon outward circumstances but upon the love, the inner faith, and the spiritual atmosphere within the home circle.

Today, in the struggle in which America is engaged to defend democracy and to fight for freedom, each parent-teacher member has an important role and many responsibilities. We shall have to learn to give up many of the nonessentials. We shall have to learn to cooperate better than ever before. We shall have to learn to see that the children of America have good health, good

nutrition, good schools, proper attitudes, and good community influences. We shall have to inculcate the important thought that the home is the place where democracy begins and where the teamwork it implies can best be learned. If we can achieve this in our homes, the many problems confronting the school, the community, and the nation will be solved more easily.

It is necessary that we, as individual members of a family, a component part of the community and the nation, learn to conserve to the full our physical, material, and natural resources. We must uphold our standards of health, education, housing, and public welfare; we must become more efficient in consumer discrimination and economy; we must unify and integrate the results of our work. So, and only so, may we be wardens of democracy at home and real soldiers in this war, which must culminate in victory and continued freedom for America and the world.

Eunice H. Arnold

*Vice-President — Region III
National Congress of Parents and Teachers*

SPECIAL CONGRESS BROADCAST

Date: Saturday, April 18, 1942

Time: 3:15 p.m. Eastern War Time

Network: National Broadcasting Company

IN the final broadcast of the N.C.P.T. program "On the Home Front," your friends Marge and Bill will talk over all that they have learned from the series about homemaking and parenthood against a background of world-wide conflict.

This broadcast will be a fitting climax to a most successful series. Marge and Bill have had their ups and their downs, their problems and their perplexities;

but they've been lucky too—they've had the well-considered advice of nationally famous experts to help them in solving every one. There's nothing more exhilarating than to sit back at the end of a highly successful enterprise and talk the whole thing over. And, as the problems of Bill and Marge are so nearly universal and we, too, have shared in their success as we listened to the broadcasts and found new approaches to our own difficulties, we shall each take a participant's pride and pleasure in the summing up.

- Don't forget the date and the time. This broadcast should not be missed by anyone who has heard any of the others. And it offers the new listener a chance to hear the gist of the whole series.

CHILDREN'S CHARTER IN WARTIME

THE Children's Bureau of the U.S. Department of Labor, through its Commission on Children in Wartime, has adopted a new children's charter for guidance in the care and protection of America's children during the world conflict. The charter is based upon four fundamental principles.

I. Guard children from injury in danger zones.

Danger zones at present lie along the coasts and along the Gulf of Mexico, and in certain defense production areas. Plans to guard the children of these regions include "war vacations" as a means for testing methods of evacuation, immunization against communicable disease, and mental hygiene measures.

II. Protect children from neglect, exploitation, and undue strain in defense areas.

This part of the program is concerned chiefly with health, education, and welfare in relation to the changed needs that result from the sudden establishment of wartime industries widely distributed over the nation.

III. Strengthen the home life of children whose parents are mobilized for war or war production.

To children in wartime the home is vital as a center of security, hope, and love. The program here embraces adequate housing, day care of children, insurance, and economic security, as well as the upbuilding of good family morale.

IV. Conserve, equip, and free children of every race and creed to take their part in democracy.

Conservation, equipment, and liberation of all children to take their part in democratic society is a field that includes all services for children, physical, educational, and spiritual. The implications of such a principle are too broad to be discussed in a brief presentation. Every county, city, and state should review the needs of its youth and act to fulfill them. The War Supplement in the May issue of the *National Parent-Teacher* will contain more detailed information concerning the wartime children's charter.

NATIONAL COMMITTEES AT WORK

Art

"**T**HEN TIMES like these," says Mrs. Gertrude E. Flyte, national chairman, "first things must come first, and all national chairmen are attempting to correlate their particular subjects with those which are recognized as having priority just at this time. However, art should not be forgotten; it may be one of those 'first things,' for man does not live by bread alone. As a part of the nation's concentrated effort to maintain morale on a high level, art has a definite place, and the parent-teacher program places the emphasis where it belongs—in the home, in the school, and in the community."

No thoughtful person can doubt for a moment that a time of tension like the present is a time when the cultural and spiritual values of art should be stressed rather than neglected. Civil life must be maintained in a condition that approaches as nearly as possible to the normal one. Children are growing up, in wartime just as in any other time, and their needs are increased, not lessened, by the emergency. The Art committee of the National Congress has an important service to perform and is performing it faithfully. The children and youth of America will benefit accordingly.



School Education

ACHIEVEMENT in furthering public relations with the schools is an old story to the School Education committee, but always a satisfying one; and in the year just past the achievement has added a new element of interest by reaching an unprecedented level. "The best year ever," reports Miss Charl Ormond Williams, chairman, "Full questionnaires returned by a high percentage of state chairmen tell of well-planned correspondence, conferences of many types, bulletins, public relations work, legislative endeavors, and study groups . . . The plan of work for the committee for the year contained the best ideas of a group of experts and has been productive of much excellent work."

That the public relations program of the School Education committee is meeting with unusual success is most heartening, in view of the wartime school situation. Curtailment of school and college curriculums "for the duration" is a thing that requires watchful attention from all who are interested in preserving the basic values of American free education. The Congress has set its face against any unjustified tampering with the work or the equipment of primary and secondary schools.



CONGRESS CONTACTS

CONTINUING its active cooperation with other agencies and organizations, the National Congress of Parents and Teachers, since January 1942, has sent representatives to the following meetings:

- Advisory Commission on Children in War time, U.S. Children's Bureau, Washington, D.C. Mrs. William Kletzer, president.
- American Association of School Administrators, San Francisco, California. Mrs. William Kletzer, president; Mrs. James K. Lytle, treasurer; and Mrs. J. W. Bingham, vice-president. Affiliated organizations: Department of Supervisors and Directors of Instruction, panel on Intercultural Education; and National Council for Childhood Education. Mrs. William Kletzer, president.
- General Federation of Women's Clubs, National Defense Forum, Washington, D.C. Mrs. William Kletzer, president.
- International Council for Exceptional Children, Milwaukee, Wisconsin. Mrs. William A. Hastings, vice-president.
- Joint Committee, N.E.A.-N.C.P.T. Chicago, Illinois. Mrs. William A. Hastings, vice-president; and Mrs. James K. Lytle, treasurer.
- Legislative Commission, National Education Association, Washington, D.C. Mrs. William A. Hastings, vice-president.
- Music Educators National Conference, Milwaukee, Wisconsin. Mrs. William Kletzer, president.
- National Maternal and Child Health Council, Washington, D.C. Mrs. William Kletzer, president.
- National Safety Council, National Home and Farm Safety Conference, Chicago, Illinois. Mrs. Logan G. Hughes, vice-president.
- New York Times, panel discussion, "Children in War Time." New York, New York. Mrs. William Kletzer, president.
- Progressive Education Association, Western National Conference, Los Angeles, California. Mrs. William Kletzer, president. National Regional Conference, Chicago, Illinois. Mrs. Logan G. Hughes, vice-president.
- United States Office of Education Wartime Commission, Washington, D.C. Howard V. Funk, vice-president.

STANDARDS FOR YOUNG WORKERS

"AS THIS year's crops ripen," says a leaflet issued by the Children's Bureau of the U.S. Department of Labor, "many young people not now living on farms may be called upon to help with the harvest. It therefore becomes a matter of great urgency to determine proper standards and procedures to protect them from exploitation, from overwork, and from interference with their education and their rights as children of a democracy."

In a letter to Mrs. William Kletzer, president of the National Congress of Parents and Teachers, the Director of the Industrial Division writes as follows:

"It seems to us that the parent-teacher associations can make a very real contribution to these standards, particularly in the consideration of the age groups

to be used and the hours and conditions of work" . . .

The U.S. Employment Service has stated emphatically that the Farm Placement Service does not countenance placement of boys or girls under the age of fourteen for agricultural work.

MAY DAY—CHILD HEALTH DAY

Recognizing the vital importance of the health of our children to the strength of our nation, President Roosevelt has issued his annual proclamation setting aside May 1 as Child Health Day. The President calls upon all parents and all medical agencies to cooperate towards the realization of this one specific objective: the immunization by May 1 of all children over nine months of age against diphtheria and smallpox. Parent-teacher members should lend all possible assistance to their communities in carrying on this work.

TRIP TO MEXICO

Through the good offices of the Mexican Government and the national Railways of Mexico, a post-Convention tour, including SIX FULL DAYS in the Mexico City area, will be available for those who have time to visit nearby Mexico after the San Antonio convention. The tour will be personally conducted throughout, with a representative of the Railways taking charge in San Antonio and traveling with the party at all times.

In addition to the regular sightseeing program, through the Mexican Tourist Association and the Mexican Government, several rural schools will be visited and the party will meet leaders in Mexican education.

Complete information including prices on the All-Expense Personally Conducted Mexico Tour, which will leave San Antonio late Thursday afternoon, May 7, may be had by writing to Mrs. R. D. Bell, 2401 Smith-Young Tower, San Antonio, Texas.

FOR A UNIFIED EFFORT

IMMEDIATELY after the shocking attack on Pearl Harbor on the morning of December 7, all parent-teacher members, like all the rest of America, were startled into immediate action. "Get to work! Help win the war! Do whatever you can, however you can!" was the universal cry.

Such a challenge could not go unheeded by members of the parent-teacher association. Thousands of them instantly gave their energies to whatever defense projects were afoot in their communities; thousands more engaged in individual attempts at salvage, conservation, home defense, and other important measures. It was felt intolerable to wait for further direction, and, in fact, a great

deal was accomplished by these early efforts.

Now, however, with a systematic parent-teacher war program in full swing, with every necessary guide to action supplied, members of the National Congress will, wherever possible, integrate their war effort with that of the organization. This is not to say that we may not cooperate with like-minded groups in war activity; but let us cooperate as parent-teacher groups, whose individual members loyally pledge their services to form part of the total war program of our own great organization. Unity of purpose and work within the Congress is more desirable now than ever before. Let us retain it.

SAFETY

IN TIME OF WAR, the need of attention to all precautions for physical safety is increased. Certain new aspects of the problem present themselves. The street and highway accident toll should be almost automatically reduced as a result of the rationing of automobiles and tires; but, simultaneously with this relief, new difficulties arise. Sabotage may cause destruction of life and property by fire. Disastrous pollution of water may result from damage to mains and sewer systems. The darkening of streets as a necessary protection against attack may lead to injuries if every possible preventive is not used.

With these new situations and the various problems involved, parent-teacher associations must be prepared to deal energetically. They can spread information about such necessary precautions as emptying attics and storerooms of accumulated papers and discarded clothing and furniture which make such places a perfect target for incendiary bombs. They can obtain from Government sources specialized information concerning the handling of particular war emergencies, and they can see that this information is widely circulated.

Many other specific precautionary measures fall within the parent-teacher field at all times. Parent-teacher groups can

1. Help to coordinate official and citizen effort to promote safety in the community.
2. Emphasize the needs for close attention to the principles of safe driving and safe walking. (These rules are set forth in *A Safety Manual for Parent-Teacher Associations*.)

3. Promote instruction in safe bicycle riding.
4. Safeguard children who are transported to and from school by bus.
5. Encourage courses in accident prevention for both children and adults.
6. Emphasize the value of frequent inspection of homes to detect conditions that might cause accidents.

SOME HELPFUL PUBLICATIONS

THREE new and extremely useful publications of the National Tuberculosis Association are the pamphlets "Elementary, My Dear Holmes" (on case finding); "If It Happened to You" (on treatment); and "Keep 'Em Flying" (on eradication). A letter from the national headquarters of the organization, 1790 Broadway, New York City, announces: "Two thousand local tuberculosis associations, cooperating with the national and state associations, will open on April 1 the annual educational campaign known since 1928 as the 'Early Diagnosis Campaign.' . . . They will welcome requests from parent-teacher members for pamphlets." . . .

A booklet that will prove invaluable to organizers of the "block mothers" project is "Home Again," which deals with family fun in home defense. It is published by the National Recreation Association, 315 Fourth Avenue, New York City. The price is 15 cents. Many new and diverting games and devices are outlined. This booklet should do much to solve the problem of emergency morale in children.

A P.T.A. SALVAGE CENTER

WITH every day that passes, the importance of salvaging usable waste materials increases. Every piece of waste paper and every bit of scrap metal should be saved and turned over to the appropriate agencies. The local parent-teacher association is ideally placed to handle a program of systematic salvage. Individual members who are already saving all available waste materials can make their activities reflect credit on their associations by cooperating in the group effort rather than by working independently. Many of the salvaged materials are salable at fair prices, and the organization's wartime fund can be increased by selling them.

An effective group effort might be organized something like this: Appoint a salvage committee of about five persons, with a man member as chairman. Instruct the committee to locate a place to which members may bring their salvaged materials. Since school buildings are being used for many other wartime purposes, perhaps it will be wise to select a garage, a convenient gas station, a barn, or some member's yard as the collection center. To conserve tires in delivering material that requires motor transportation, ask the members to take turns in using their cars to collect and deliver. Turn all proceeds over to the association's wartime fund. Instruct the salvage committee to report at each regular meeting of the association.

Materials for which there is grave need are many and various. First, there is paper in all its forms. There is especial need for paper-board of the kind used in heavy cartons and corrugated boxes; all such packages should be saved. Newspapers, magazines, old wrapping paper, egg cartons, paper milk containers, ice cream boxes—anything made of paper is useful. Second, there is need for rags; nothing made of fabric should be wasted. Third—and this is perhaps the most widely workable field of all—scrap metals are in instant demand: metal caps; screws, bolts, and hinges; parts of old stoves, metal beds, heaters, pots, pans, old ice cream freezers, and other outmoded household equipment; empty toothpaste tubes; old garden tools, wire fencing, coat hangers, drawer-pulls and metal doorknobs; discarded keys. Fourth, old rubber of all kinds—overshoes, sink mats, etc. The salvage committee should make it clear that the Salvage for Victory program does not want anything that is still being used or that might need to be replaced.

A P.T.A. salvage center will give members as well as nonmembers an opportunity to make a practical contribution to our war effort.

WHAT PARENT-TEACHER GROUPS ARE DOING TO HELP WIN THE WAR



ARIZONA

ARIZONA announces widespread and intensive parent-teacher endeavor in the fields of Red Cross work, hot school lunches, promotion of defense bonds and stamps, and the conduct of classes in first aid and home nursing.

The Arizona Congress lays strong emphasis on health activities. Not only is its own health program both comprehensive and thoroughgoing, but it cooperates actively with other state and community health activities, particularly those which stress child hygiene, mental and physical, and other aspects of child welfare.

Mrs. W. W. Sherwood, state president, writes enthusiastically of the fine spirit of unity and cooperative feeling that is everywhere apparent: P.T.A. groups in Arizona, she says, are so overwhelmingly busy with war work that she marvels at their endurance. "They are all interested in everything they can do to help win the war," Mrs. Sherwood concludes.

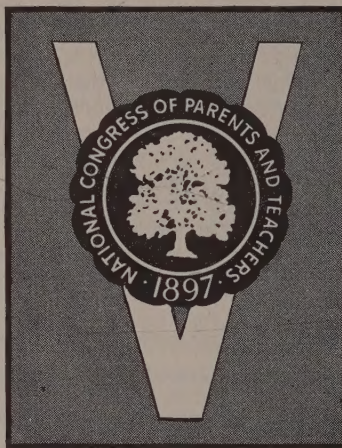
CALIFORNIA

• **CALIFORNIA** presents an alert and united front to every phase of the war emergency, as is necessary for a state so near the scenes of action. From a California parent-teacher leader comes an interesting list entitled "Ten Big Jobs Ahead for the Women of America." This list, although not officially a parent-teacher release—it was prepared and issued by the Director of Group Activities of the Ninth Civilian Defense Region—admirably sums up responsibilities that are peculiarly suitable to P.T.A. workers. Three especially important suggestions are: 1. Be prepared to care for the sick and the aged in an emergency. 2. Learn a new skill—something that contributes to defense and to the welfare of others. 3. Adopt *en masse* the men and boys who are fighting for our country.

The California state bulletin is packed with information and recommendations regarding P.T.A. war work in all fields.

GEORGIA

• **GEORGIA** has urgent need of volunteers for civilian defense service of all kinds. The state defense program is based upon a plan to enlist half a million volunteers. The parent-teacher organizations and the public schools have cooperated in registering civilians for various types of war work and will continue to cooperate in every way possible.



The state of Georgia and particularly the city of Atlanta are carrying on a war program of major dimensions. It includes a vigorous salvage campaign and a classification of war work and emergency action into a dozen groups, with the number of hours of training required for each.

The Georgia Congress of Parents and Teachers, alert to serve in any way that is consistent with parent-teacher principles, will cooperate wherever and whenever it can.

IOWA

• **EDUCATIONAL** priorities are stressed in a recent war release of the Iowa Congress of Parents and Teachers. The release, presented by Miss Agnes Samuelson, chairman of the committee on educational cooperation, opens with a terse statement of the Educational Policies Commission:

"When the schools closed on Friday, December 5, they had many purposes . . . When the schools opened on Monday, December 8, they had just one dominant purpose—complete, intelligent, and enthusiastic cooperation in the war effort. The very existence of free schools anywhere in the world depends upon the achievement of that purpose."

The Commission has listed eleven groups of activities that should have priority of time, attention, personnel, and funds. The list is found in the Commission's publication *A War Policy for American Schools*, which the Iowa Congress makes available to members at 10c per copy. State-wide P.T.A. cooperation in achieving these objectives is recommended.

MARYLAND

• **FROM** Maryland comes the following enthusiastic report by Mrs. Stanley G.

Cook, state president: "The new war *Bulletin* serves as a fine guide . . . Miss Katharine Lenroot's *National Parent-Teacher* article on the identification and registration of children was most interesting. Two weeks after the Pearl Harbor disaster, my local unit voted to get tags for all our school children . . . We have procured monel metal disks of the kind used in the armed services. These are inscribed with the child's name, street address, post office address, and blood type. A triplicate record is kept . . . All children, grade school and high school, wear the tags . . . I am advocating these for children all over the state."

Mrs. Cook adds that several county councils in Maryland have organized war councils in cooperation with community officials.

NEW MEXICO

• **RESOLUTE** in defending the schools of the state against the threat of curtailment and deterioration due to the war, the New Mexico Congress is bringing its best resources to bear upon the educational crisis. Mrs. George Wilcox, state president, reports fine cooperation with all community groups in carrying on first aid classes, home nursing courses, and other defense activities. She emphasizes, however, the wisdom of maintaining throughout the emergency the unbroken sequence of regular P.T.A. work, which she rightly says is as important in time of war as in the midst of peace.

"Nutrition and health programs," reports Mrs. Wilcox, "are featured all over the state as special duties of P.T.A. groups; this is in line with maintaining the regular P.T.A. program. Wide publicity is given to Red Cross work, defense bonds and stamps, and conservation of all resources."

OREGON

• **"OREGON** is serving as a guinea pig state for the defense bond and stamp campaign," writes Mrs. F. W. Blum, state president. "We completed a house to house pledge drive several weeks ago and are now conducting a similar drive for mobilization of women in defense industries . . . Local units in Portland have supplied ten cots and tea blankets to every school building and are working on first aid materials. We are also cooperating throughout the state in arrangements for evacuation of children from schools during air raid alarms."

NATIONAL CONVENTION ★ SAN ANTONIO, TEXAS

Theme: America Strong, With Spirit Free . . . Date: May 3-7, 1942

CALL

THE National Congress of Parents and Teachers hereby calls its membership to send accredited delegates and representatives to meet in convention at San Antonio, Texas, May 3-7, 1942.

PROGRAM

Sunday, May 3

5:00 p.m., vesper service at the Alamo
8:00 p.m., musicale

Monday, May 4

First General Session—9:00 a.m.

Processional

Salute to flag

Invocation: Dr. Perry F. Webb

Greetings: Acting Governor Coke Stevenson; Dr. L. A. Woods, State Superintendent of Public Instruction; Mrs. Jack M. Little, president, Texas Congress of Parents and Teachers

Response: Mrs. William Kletzer, national president

Business session

Second General Session—2:00 p.m.

Section Meetings:

"The Work of the Local Unit in Wartime"—Mrs. S. C. Cox presiding; Mrs. James K. Lytle, discussion leader
"Unity Achieved Through the Council"—Mrs. M. D. Wilkinson presiding; Mrs. Warren L. Mabrey, discussion leader
"Planning Together With Youth"—Mrs. M. A. Taylor presiding; Mrs. J. W. Bingham, discussion leader

Third General Session—8:00 p.m.

Keynote address: Margaret Mead, Assistant Curator, American Museum of Natural History, and author of *Coming of Age in Samoa*

Tuesday, May 5

8:00 a.m., national chairmen's conferences

Fourth General Session—9:45 a.m.

Invocation: The Reverend Albert P. Shirley



Municipal Auditorium, San Antonio, Texas

Address: "Healthy Children for a Strong America"

Address: "Interpreting the War to Children"—Ethel Kawin, lecturer at University of Chicago and Director of Guidance for public schools of Glencoe, Illinois

12:15 p.m., *National Parent-Teacher* magazine luncheon.

Fifth General Session—2:00 p.m.

Forum: "The Outlook for Education in Wartime"

Moderator—Paul C. Packer, Dean, School of Education, University of Iowa

Participants—Myrtle Hooper Dahl, President, National Education Association; Henry Harap, Professor of Education, George Peabody College, Nashville, Tennessee; Edwin A. Lee, Dean, School of Education, University of California

4:15 p.m., national chairmen's conferences

Sixth General Session—8:00 p.m.
"Inter-American Night"

Wednesday, May 6

8:00 a.m., national chairmen's conferences

Seventh General Session—9:45 a.m.

Invocation: Dr. David Jacobson

Address: "Our Job in the Community"—Paul Kellogg, editor of *Survey Graphic*

Address: "Facing the Future with Youth"

Eighth General Session—2:00 p.m.

Forum: "War Economy on the Home Front"

Moderator—Robert L. Sutherland, Director, Hogg Foundation, University of Texas

4:15 p.m., national chairmen's conferences

Ninth General Session—7:00 p.m.

Banquet—Speaker: James Lee Ellwood, author of *There Is No Place Like Home*

Thursday, May 7

8:00 a.m., national chairmen's conferences

Tenth General Session—9:45 a.m.

Invocation: The Right Reverend W. T. Capers

Address: "Measures That Make for Morale"—Adolph Linscheid, President, East Central State Teachers College, Ada, Oklahoma

Address: "Importance of Recreation in a World at War"—Mark McCloskey, Recreation Division, Federal Security Agency

Report of findings committee

Installation of officers

Retirement of the flag

1:30 p.m., historical tours

WHERE TO STAY

Headquarters: Hotel Gunter

Rates: Single room \$2.50 and up
Double room 3.25 and up
Room (dormitory style) for four to eight persons, \$1.50 and up per person.

Other hotels are:

Hotel Blue Bonnet \$1.50 and up
Robert E. Lee \$2.50 and up
Menger Hotel \$2.00 and up
Plaza Hotel \$2.50 and up
Prudential Hotel \$2.00 and up
Travelers Hotel \$2.00 and up
White Plaza \$2.50 and up

There are also many attractive tourist courts at which inexpensive accommodations can be secured.

Delegates should make their reservations by April 20 directly with the hotels or through the chairman of housing, Mrs. S. J. Stark, 710 Patterson Street, San Antonio.

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